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In the reviewer's opinion, the English exercises are altogether too long. Much valuable time is wasted in the first year, turning English sentences into Latin.

But we are glad to stop fault-finding and to note several points which are distinctly commendable.

The development of the verb synopses throughout the book is excellent, as is also the general view of the verb on pages 246-249.

The treatment of the perfect passive participle in Lessons XLIV-XLVI is unusually clear and helpful.

The growth and order of the Latin sentence are admirably illustrated in Lesson LXXX.

Viewed as a whole, the book has the merit of sticking to essentials and will probably accomplish its main object of preparing the pupil to read Caesar. But its omission of much that must be learned some day—and never more easily than in the first year—makes it questionable whether in the long run anything will be gained in point of time, while its unsystematic treatment of grammar will be anything but beneficial to the proper mental development of the pupil.

THE ALBANY ACADEMY

JARED W. SCUDDER

### CORRESPONDENCE

If I could assume that everybody who saw your editorial comment and that of Professor Stuart upon my contribution entitled Latin vs. the Classics has read also the article itself, I would not ask for any space in which to reclaim my character. But upon the front page of your issue of February 15 Professor Stuart begins with what seems to me essentially a garbled quotation; certainly he appears to impute to me as my proposition a suggestion which I put only to refute in the paragraphs following, a proposition which no classicist could consider as other than ridiculous, and which, in its way, as he pleasantly points out, is a familiar platitude. Evidently a rhetorical question is not a complete rhetorical success if it does not make itself apparent at once to a classically trained reader. Possibly a reader a little less eager to make a point of his own might have distinguished mine. But at any rate Professor Stuart could easily without ascribing to me any particularly uncouth idea have made out a perfectly convincing and no less entertaining demonstration that a first-rate appreciation of Greek literature requires a knowledge of the Greek language.

Frankly, it seems to me that middle-of-the-road classicists might be perhaps a thought more scrupulous in stating their opponents' positions, and thus exemplify the ethical results of their own saturation in the ideal. It is true that the 'scientists' sometimes misrepresent our—the classical—side; but that, we well know, is on account of their

lack of the humanizing influences of the Classics. We in these finer elements of civilization should be their superiors. *Noblesse oblige*. In the present case as related to Professor Stuart I seem myself to be the enemy, a role which I am conscious of filling with little grace. Were I really and simply an advocate of the 'practical', I might perhaps enjoy the exercise of more of that unimpeded vivacity with which Professor Stuart expresses his convictions.

Incidentally, since you and Professor Stuart were both doing me the honor of commenting upon what I had said, I should have been interested if one of you had chosen to say something of the proposition that the chief reasons for studying the two classical languages are in fact different, the predominant motive in the one case being linguistic, in the other, literary.

And I cannot quite think that the only argument against the general study of Greek is "the desire to fit our youth to enter the ranks of the money-makers as soon as possible". I fancy that a sequestered educational theorist might be found here and there aiming, as you suggest, at happiness rather than money-making as his object, who would nevertheless form his ideal of a normally well-proportioned life which would not involve a study of the Greek language. Moreover, I question the tactical utility of claiming everything for the classical side, with the implied expectation of having to yield something. Would it not be more convincing if we could view the matter less personally and be more truly detached idealists? Then we could assign to ourselves and the other side a due educational proportion, not as a compromise but as the ideal arrangement.

COLLEGE OF THE CITY OF NEW YORK ALLAN P. BALL

In the *iudicium capitis* to which the study of Greek is summoned there are two things which, it seems to me, should not be left unsaid.

First, there has never been any other people to whom subtle analyses of thought were by nature such a constant habit as to the ancient Greeks. Therefore one may study Latin all the days of his life, in the one respect of mental discipline he will not acquire from it exactly that which can be acquired by reading in the original even four books of the Anabasis.

Secondly, refinement of taste is a quality which is not wholly hereditary. Environment does have an effect on the individual and especially does the environment of the parent produce an effect upon the progeny. To be steeped in the thought of those whose refinement of taste was nigh supreme is conducive to well-being.

BARCLAY W. BRADLEY

COLLEGE OF THE CITY OF NEW YORK

The correspondence in your recent issues concerning the New York Greek Club of former years incites me to write to you concerning the Greek Club of Essex County, now in its third year. I do this in the hope that other Greek clubs may be formed in the Middle States.

Our membership consists mostly of teachers of the Classics in the various public and private schools, and of some others who have not altogether forgotten the Greek which they learned in college. The first winter we met in the house of our Secretary, Doctor James F. Riggs, but through the courtesy of the New England Society of Orange we now meet in their rooms on the second and fourth Monday of each month, at eight o'clock in the evening. The first winter we read Plato's "Republic"; last winter we read three plays of Sophocles, and this winter we shall read three plays of Euripides.

In view of the fact that very few teachers of the Classics are called upon to instruct in Greek in the preparatory schools, it seems worth while to the writer that such clubs should be formed to keep up interest in Greek. I may say that our average attendance last year was ten, and I believe that we have the nucleus of a very successful Greek Club.

For the benefit of any lovers of the Classics in our neighborhood who desire to join this club, I may say that we shall begin the *Ion* of Euripides the 23rd of March.

43 EAST 19TH ST., N. Y. CITY

W. O. WILEY

Miss Lydia M. Dane, of the Girls' High School, Brooklyn, supplies the following:

Teacher: Give me two reasons why Dido is clothed in purple.

Pupil: Well, it was the royal color, and she must have been in second mourning for Sychaeus.

An interesting new theory has been advanced by Dr. Valerios Stais of the National Museum at Athens, concerning the small gold plaques which have been found in such numbers in the shaft graves at Mycenae. It has generally been assumed that these gold ornaments were sewed on the garments of the dead. Dr. Stais, on the other hand, thinks that the dead were buried in wooden coffins, which have, of course, now totally disappeared; and that these coffins were covered with this gold. This would explain the fact that not only have a large number of small gold nails been found, with which these ornaments would be fastened to the coffin, but that in some of the plaques gold nails were still attached to the holes. According to this new theory the

gold masks and diadems were similarly placed on the coffin. In connection with this idea it is interesting to compare the sarcophagi recently acquired by the Berlin Museum, on which the face of the deceased is represented as a mask which is frequently gilded.—New York Evening Post.

### THE CLASSICAL WEEKLY

is published by The Classical Association of the Middle States and Maryland. It is issued weekly, on Saturdays, from October to May inclusive, except in weeks in which there is a legal or school holiday, at Teachers College (120th Street, West of Amsterdam Avenue), New York City.

All persons within the territory of the Association who are interested in the literature, the life and the art of ancient Greece and ancient Rome, whether actually engaged in teaching the Classics or not, are eligible to membership in the Association. Application for membership may be made to the Secretary-Treasurer, Charles Knapp, Barnard College, New York. The annual dues (which cover also the subscription to THE CLASSICAL WEEKLY) are two dollars.

To persons outside the territory of the Association the subscription price of THE CLASSICAL WEEKLY is one dollar per year.

THE CLASSICAL WEEKLY is conducted by the following board of editors:

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Communications, articles, reviews, queries, etc., should be sent to the editor-in-chief. Inquiries concerning subscriptions and advertising should be sent to the business manager.

**ROEHR PUBLISHING CO., PRINTERS**  
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Telephone, 2500 Prospect

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